

Montana Schools

Volume 23, No. 4

Office of Public Instruction

Georgia Rice, Superintendent

December 1979

... along with school spirit

Ability rises in Roundup



"An exchange of ideas is what I'm really interested in," said Gerald Hopkins, principal at Roundup's elementary school. Since 1976, Hopkins and Roundup's faculty have engaged in such an exchange to bring up reading scores throughout the school, boost achievement in other basic subjects and improve classroom discipline. "We've had 100 percent teacher involvement," Hopkins said.

That involvement made it possible to root out the causes of problems at the school. And it was with perception, originality and a few borrowed ideas that Roundup's faculty and administration designed the program to bring Central School up to par. It worked. As of September 1979, students were performing better, behaving better and enjoying school more than ever, according to Hopkins.

Roundup's curative program, dubbed "Target Four," outlines four areas for improvement: communication, student enjoyment, basic skills and reading skills. To hit their mark, the Roundup faculty have created an abundance of projects to instill "Panther Pride" and give attention to the students' achievements with awards.

Communication is necessary to involve parents in their children's school life. At Roundup, communication takes the form of "Back-to-School Night," regular parent-teacher conferences, lectures and workshops presented by the school district, regular bulletins to parents, articles in the local newspaper, a student newspaper, report cards and progress reports.

The student newspaper serves a dual purpose. "I'm selfish about this area," Hopkins said, "because I think having a student newspaper is one of the best things you can do. That way, the kids get a lot

"If you can get the newspaper to back you, take all the clippings and make a scrapbook. Put it in the office. Kids will come in during recess to read the scrapbook and see their names in the paper."

of reading and English, but you're also sending communication home to the parents."

Sixth graders staff the newspaper, which is sent out every other week. Students may peruse artwork, stories and poems, news on classroom projects, school happenings and student achievements, birthday notices, jokes, and a schedule of school and sports events.

"Some of the teachers—in first grade for example—use this in their reading circles as a tool for teaching reading," Hopkins said.

The Roundup Record community newspaper regularly publicizes the achievements of the elementary students. "The newspaper is super about printing pictures," Hopkins said. For example, whenever a student has read a hundred books, the student's picture goes into the Record. Once there were too many pictures for one issue, so the Record ran a full page of pictures in the following issue. To other schools looking to improve communication, Hopkins offers this: "If you can get the newspaper to back you, take all the clippings and make a scrapbook.



Put it in the office. Kids will come in during recess to read the scrapbook and see their names in the paper."

For student enjoyment, projects include a Presidential Physical Fitness program, a student council, the Centralaires music ensemble, a career awareness program (new this year) and, again, the student newspaper. One object of improving student enjoyment was to better discipline, according to Hopkins. "We wanted to try to make the school more positive, to turn it around and emphasize the positive," he said.

The Student Council has contributed more than just student enjoyment. So far the Council has given the school a display case, a trophy case, a box of metric materials and a library kit of cassettes and spirit masters. "They're buying all kinds of stuff," Hopkins said; and last year the Council contributed \$100 toward building a new hospital in Roundup. This year, they plan to put together a slide presentation to show during the parent-teacher conferences.

The Student Council sells t-shirts, holds raffles and conducts a yearly book fair to make money. The book fair is arranged through the Educational Reading Service (ERS). The ERS selects titles in a price range chosen by the Council and sends sample books, publicity posters and book order forms for the students. Students view the sample books at the fair, write down the titles they want on order forms and take them home to their parents for the final say.

The books are displayed during parent-teacher conferences. "Not only does it encourage interest in reading, but it's also a good money-making project," Hopkins said. The Council makes a 25 percent profit on the books it sells. The rest of the money is sent back to ERS. Last year the Council earned \$300—this year, \$1200. And the school gets to keep the sample books.

"There's so much students can do through the Council," Hopkins said, "and it can be done without



taking the teacher out of the classroom. The principal can sponsor it, or the librarian can."

Although only fifth and sixth graders hold office on the Council, officers must serve the interest of all students. To run for office, each candidate must qualify by collecting signatures on a petition. During the campaign, candidates must make speeches.

The Centralaires—all fifth and sixth graders—perform at the local nursing home. The career awareness program consists of classroom presentations by the school counselor.

Basic Skills. Target Four singled out a need for improvement in special education and Title I, evaluations of skills, and the development of a math test "to be used as a 'tool' to determine growth." Since 1976, students have made a gain of 2.9 points on the national Metropolitan math test. The Title I program has issued a handbook to encourage parents' involvement in the education of their children; and high school students come in to work with Title I and special education students "or just with the kids," Hopkins said.

"There's so much students can do through the Council, and it can be done without taking the teacher out of the classroom. The principal can sponsor it, or the librarian can."

Reading Skills. "We had problems with reading for several reasons," Hopkins said, "and one was that the textbook sellers were misrepresenting the levels of the textbooks." Since 1976 the faculty has chosen and put into use a new series of books, and reading skills and interest have improved. In 1976, students checked out 640 books from the school library. Last year they checked out 1731—an increase of 1096. The enrollment at Roundup Central had decreased by 6.7 percent during that same time.

The C.A.R.E. program may in part account for that. "Central's Accelerated Reading Enrichment" is designed "to increase the pupils' level of achieve-

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Merry Christmas, "Mr. Montana Education"



As a special Christmas gift, this issue of Montana Schools is dedicated to you, Alve Thomas. We call you "Deputy Superintendent of the Office of Public Instruction," but you are better known as "Mr. Montana Education." Thank you for your continuing personal and professional contributions to the improvement of education in Montana. You have served the citizens of Montana as a teacher, coach, principal and superintendent. You help guide the Office of Public Instruction today as you've done since 1966. And, you continue your active involvement in the community. Thank you Alve, and Merry Christmas.



The of



Kevin Helfrich repots a plant after taking cuttings from it. The students in the "Green Jeans" project learn many different methods for plant propagation.



"A career in horticulture is a good way to combine your interest in plants and growing things with your lifework," Baker High School biology instructor Richard Menger said.

The program is "Green Jeans," funded through ESEA Title IV to provide students instruction in plant propagation, greenhouses, garden tools, lawns, landscaping, trees, pruning and insect control. "If the students want to go right into a horticultural position after high school, they can," Menger said. "It will be easier and quicker for them to advance because of this experience."

Menger said that there aren't a lot of trees in Eastern Montana, and every chance he gets to plant one, he will. This, plus a personal interest in greenhouses, was part of the motivation that sent him looking for the funds to start "Green Jeans" and build a greenhouse three years ago.

Three years and a few trials and errors later, the greenhouse, two shelter belts and a multitude of plants are flourishing. "Green Jeans" offers students direct experience in environmental education, conservation and horticulture. It was designed for the student who might find the prac-



Biology instructor, Richard Menger (left), explains to students Forst Eichhorn (center) and Scott Townsend (right) how they can start new plants from leaves.

Greening Baker

The ESEA Title IV funded "Green Jeans" project teaches biology students in Baker High School the basic skills necessary for a possible career in horticulture. The project, now in its third year, allows six students each school year to learn plant propagation, landscaping, pruning, planting shelter belts, erosion and pest control.

tical experience more valuable than a college prep biology course. Menger stresses the active involvement of all the students in the class.

The students helped construct the greenhouse and continue to maintain and improve the structure. Currently, the greenhouse is being prepared for the winter with caulking, and new shelves are being planned. The first winter hit an unprepared greenhouse. "The temperature dropped to 20° in the greenhouse and we lost all the plants," Menger said.

"Because of the student involvement, their interest and enthusiasm for the class and the pride they take in their accomplishments," Menger said, "there has been no vandalism to the greenhouse."

Students and community involvement is an integral part of the "Green Jeans" success. "The students are taught to prune trees and to test soils on the test plots located on the school grounds," he said. "Then, after they've practiced, they offer free pruning and soil testing services to the community in the spring and fall." Community acceptance is high, according to Menger.

There are other benefits to the school through the "Green Jeans" program. The greenhouse is adjacent to the school's shop. Menger said they are making plans to connect the two with a vent. In the winter, heat from the greenhouse will help warm the shop; and during the summer the cool air of the shop will keep the

greenhouse at the proper temperature. A drainage/frog pond and rock garden will soon be added to the program.

Student and community involvement is not only part of the "Green Jeans" program; it is found in many of Baker's classrooms, according to Harry Erickson, superintendent of Baker schools. Vocational education students constructed a storage building for the school; art students designed and painted murals in the school's corridors; approximately 40 business students are employed in the community through the Distributive Education Clubs of America program. More than 600 community members attended a student art show last year; community support for a middle school science fair was high; adult education classes are offered in almost any subject that community members request. "If 10 to 12 adults want a program, we will put it in," Erickson said. Computer science and aviation are two adult courses that have been offered at Baker High School.

"Each child will excel in different things," Erickson said. "All children excel in something, or they think they do, and that's what is important."

"Our approach to the school and students is very humanistic," he said. In return, the community has a very supportive attitude toward the Baker schools and what they are doing for their children, Erickson said. "Our schools are truly open to the community, and a part of the community." ★



» Sandy Engesser checks each plant at the end of class to ensure that it is being properly maintained. Students are taught the different fertilizers, watering and lighting conditions required to keep various plants healthy.

» Gay Brockel watches to make sure that the proper amount of water is applied to plants. The greenhouse also has ground sprinklers which help raise the humidity. The floor of the greenhouse is gravel which allows proper drainage.



PRIME TIME

TRAFFIC & SAFETY EDUCATION

Sharing the Road with Motorcycles

The Motorcycle Safety Foundation has written a chapter about motorists and cyclists sharing the roadway. For your free copy write: Jorja Kappes, Manager, Media Relations, Motorcycle Safety Foundation, 780 Elkridge Landing Road, Linthicum, MD 21090.

1978 Statistics Available. Motorcycle registration and accident statistics for 1978 are now available. Single copies of this new "cycle safety info" sheet can be obtained free from Motorcycle Safety Foundation Research Department, 780 Elkridge Landing Road, Linthicum, MD 21090.

The Great Motorcycle Helmet Controversy. Do you really need a helmet? Here's Dr. Eugene Alvarez' "scientific proof." "Just find a blunt instrument," he says, "and hit yourself on the head. When you wake up, repeat the procedure with your motorcycle helmet on. The point should be clear enough."

Chrysler Car-Loan Policy. The Chrysler Corporation has announced a substantial increase in their reimbursement for certain car models. Dealers loaning Chrysler Newport and Dodge St. Regis cars for driver education use now receive twice the amount previously available. This policy should encourage Chrysler and Dodge dealers to be more active in the car-loan program. Many dealers are still charging daily fees. However, for dealers refusing to let out cars for any price, this should offer an extra enticement. If your local dealer is not aware of this change in policy, contact the regional manager for your area. For further information, call Mr. Dan Bowie, Chrysler Corporation, Detroit, MI, (313) 879-3675; or Don Kuykendall, Regional Representative, Chrysler Corporation, 3302 W. Central, Missoula 59801, 728-6209.

"You and Your Automobile Insurance" is the title of a new filmstrip/slide program produced by the Insurance Information Institute's Educational and Consumer Relations Division. Basic concepts of automobile insurance are presented in a 12-minute program, with sound-track cassette and 12-page educator's guide. The "You and Your Automobile Insurance" filmstrip, with sound cassette and educator's guide, costs \$10. The "You and Your Automobile Insurance" slide program, with sound cassette and educator's guide, costs \$20. The filmstrip or the slide program can be ordered from: Educational Consumer Relations Division, Insurance Information Institute, 110 William St., New York, NY 10038.

Auto Repair Costs Continue to Skyrocket. It would cost \$26,418, or four and a half times the original purchase price of \$5,741, to repair a totally wrecked 1979 standard-size car, the Alliance of American Insurers has reported. Even minor damage is expensive to repair, the Alliance said. "The cost study shows that damage to less than one-fourth of a car's parts would cost more to repair than the car is worth," the group reported. The study was the third annual cost study sponsored by the Alliance, a trade association representing more than 100 property-liability insurers. The cost tally was done to point out to consumers why auto crash repair figures are an important part of the total cost of auto insurance, pushing up the cost of collision, comprehensive and property damage liability insurance. "Drivers of late model, medium-priced cars are likely to spend 55 to 60 percent of their total automobile insurance premiums for these coverages," the Alliance said. Last year's survey reported that repairs for a totally wrecked car whose purchase price was \$5,097 would cost \$23,400. (From the June 21, 1979 *Status Report*, Vol. 14, No. 10, p. 11.)

Training Helps Fuel Conservation. Higher gasoline prices may prompt school administrators to consider cutting back on their driver education programs in order to save money, but a decision to do so would not contribute to fuel conservation, says the Highway Users Federation. It takes about six gallons of gasoline to train each student to drive properly, says the Federation, so the question of how much gasoline could be saved by abolishing high school driver education might seem to be a logical one. The American Automobile Association and the State of Maryland conducted separate studies on the effect of high school driver education on fuel use. The AAA study found that eliminating driver education would not measurably improve the nation's fuel supply, since the courses consume less than .02 percent of all fuel used for highway transportation in this country. It also found that poor driving habits drop fuel economy by 23 to 44 percent and concluded that a 10 percent reduction in gasoline use could easily be achieved if all drivers practiced the safety and fuel conservation measures taught in driver education. As for shifting the responsibility for driver education from the school to the parent, the Maryland study found that instruction in the family car uses more gas than instruction in the driver education car.

S.M.I.L.E. Through the Pre-Start Compartment Checks, by Dr. Gerald E. Vinson. The tendency for beginning drivers to forget the five pre-start compartment checks has long plagued driver educators.

A simple acronym, "S.M.I.L.E.," has been coined and used effectively in American Samoa to help students remember the proper sequence and tasks of the pre-start procedure. The acronym means:

S Seat adjustment complete
M Mirror adjustment correct
I Insert seatbelt clasps
L Lock all doors
E Engage parking brake

Small, laminated "S.M.I.L.E. cards" are taped to the dashboards of driver education vehicles and simulators to help jog the memories of beginning students. Try making and using your own "S.M.I.L.E. cards" for surprising results; or if you wish, we'd be happy to send you some of ours. Mail requests to: Dr. Gerald E. Vinson, Coordinator, Traffic Safety Education, Government of American Samoa, Box 1047, Pago Pago, American Samoa, 96799.

Upcoming Traffic and Safety Education Events

National Bike Week - April 17-22, 1980; Montana Traffic Education Association Conference - May 4-5, 1980, Village Motor Inn, Missoula.

—Curt Hahn, Manager
Traffic & Safety Education

SCHOOL FOODS



USDA Encourages Changes In School Lunch Program Funds

The USDA is encouraging Congress to change its policy of support for the school lunch program. Current efforts center on reducing its support by five cents per meal per paid child. Five cents doesn't sound critical until one realizes this is a 30 percent reduction and could be the start of an avalanche of future reductions.

More important is that this would change the USDA's policy of supporting the program to a policy of phasing out reimbursement for the paying child. This seems to be at the center of the USDA's effort.

The ramifications might be:

1. Inflation plus the loss of government support will cause many schools to increase their charges to the point where parents will not or cannot pay. This would cause an overall reduction in the number of children eating an adequate meal. The USDA is already predicting this.

2. Most schools will not support a food service program that does not provide for all students. This means

that when only the reduced price and free meals are left, schools will discontinue their programs.

3. Congress is making an effort to increase breakfast snack programs because it recognizes the benefits derived by the students. It is short sighted to push the breakfast while cutting back on the lunch program.

4. School boards and administrators may make an all-out effort to save their food service programs by aggressively promoting the institution of reduced-price meals. We know that only a small percent of eligible students take advantage of the reduced prices. Under the present reimbursement structure, the reimbursement of one reduced-price meal will more than offset the savings achieved from a five-cent reduction in the reimbursement of 11 fully-paid meals. Therefore, if Congress forces students to accept reduced-price meals, its paper savings would soon turn into an extra expense.

Tampering with the school lunch program, which is the oldest and most successful federal program, is not consistent with the aims of the American public.

Should you have an interest in this matter? We believe so. A word or two to your Congressmen, Senators, USDA and the President would definitely help.

School Food Service Training Course

The Division of School Food Services offers a self-instruction training course in food service operations. The course is designed for self-improvement and certification among four levels of competence, and it's free and available to all school food service personnel. Continuing education credit is available through Dawson Community College in Glendive.

Course work in level one pertains to actual kitchen duties such as baking, vegetable preparation and equipment use. Level two is designed to help train manager/cooks. Levels three and four are for supervisors and managers of large food services.

Since its inception, many employees have started the course.

For further information or enrollment call the Office of Public Instruction, 1-800-332-3402, and ask for School Food Services.

Food Service Training Conferences

Superintendents, if you haven't encouraged your cooks to attend the training conference next summer we urge you to do so now. They will be held in Havre on Aug. 12-14, 1980; and in Bozeman on Aug. 19-21, 1980.

Everyone benefits from these training sessions. Advanced baking procedures, menu development, new ways of preparing fruits and vegetables and new equipment demonstrations are just a few items on the agenda. Travel reimbursement is an acceptable expense for the 04 Fund. Encourage your cooks to attend.

Kittleson Trucking Company Assumes Hauling Donated Foods

Because of recurring problems with deliveries of donated food, the Division of School Food Services has changed carriers.

Kittleson Trucking Company of Havre has been granted statewide authority to haul USDA-donated foods to schools. Since one carrier will now be responsible for all deliveries, fewer mistakes and delays should occur. The need for improved service prompted the change.

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...From Our Younger Readers



The Deer

The deer, running fast
looked like a rock in the air,
when a man threw it.

An illustrated poem by
Bobby Schaal, Grade 4
Whitewater Public School
Whitewater Montana

Fred and Me

Hi, I am Joe (Fred comes later in the story). I live in the black hole on Insect Avenue. I live by myself and it's a good thing I do. The hole I live in now is small enough as it is.

Well, I suppose you want to know what I am. I am a worm. It's tough being a worm. Just yesterday Bob, the bluejay, almost had a nice plump worm to feast on.

If you were a worm and weren't very skilled at dodging birds you would have a short life. Since I am so skilled at dodging birds that's why I have been here so long.

Well, here's my life story. Okay, here goes. When I was little I had a brother whose name was Jack. He was bigger than me. I think he was part nightcrawler. When our parents were eaten we got so mad at Bob the bluejay we were going to climb up the tree and eat Bob, but that was impossible.

One day we were taking a walk and suddenly Jack was eaten by Bob. Well, that's all the family I ever had. I guess I better get home, it's getting dark.

Help—H*E*L*P! Let gooooo, Booooob.
[Editor's query: Where's Fred?]

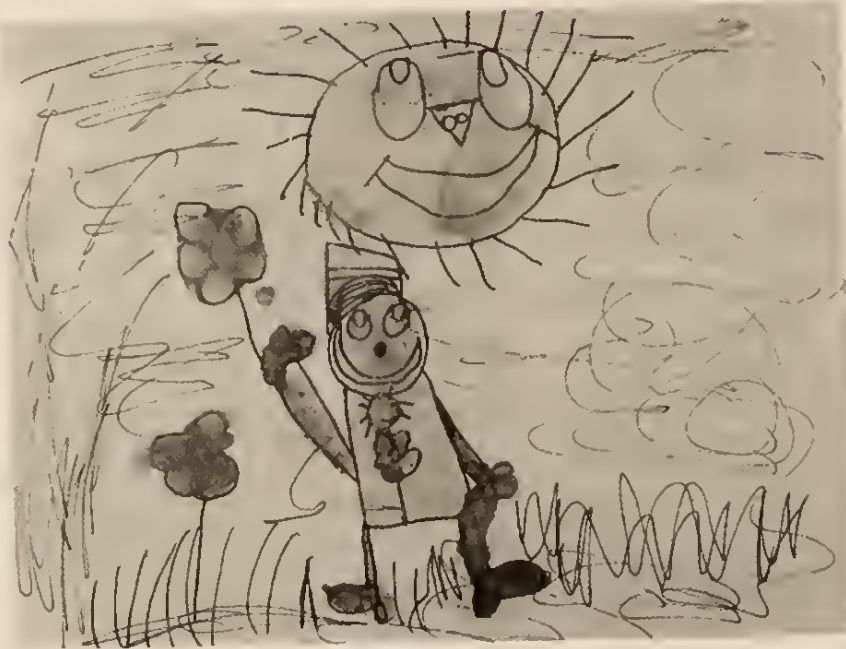
By Kevin Vahl, Grade 6
Corvallis Elementary
Corvallis, Montana



The Bears

The bears, sleeping in
winter look like big black fuzz
balls, breathing softly.

An illustrated poem by
Traber Case, Grade 3
Whitewater Public School
Whitewater, Montana



By Marty Demarest
Age 4
Whitlash, Montana

Thanksgiving

There was a turkey gobbler
That was a real slow hobbler
That old turkey gobbler was a nice old pal.
He knew he was going to be the dinner
So he found himself a gal,
That gal he found was a pretty one.
The turkey said, "Well I'll be a son of a gun."
That night the two turkeys eat down at the table
But there was only a label for the last can of stew.
You know those turkeys would like you.

By Jason Ballard, Grade 6
Helmville School
Helmville, Montana

We wish we could have printed them all. Special thanks to the other Corvallis, Helmville and Whitewater students who submitted their work for publication consideration. Their works are being displayed in the foyer of the Office of Public Instruction.

Libby High School has printed a seven-page booklet to help substitute teachers feel at home at work. Following an encouraging welcome, the booklet gives information on faculty services, parking, employment and salary. Substitutes also get help on meeting their daily classroom responsibilities; and at the back of the booklet, the responsibilities of all staff are listed in concise, outline form.

Glasgow Public Schools have begun a program to monitor energy use in the school district. Each month, electricity and heat consumption are recorded for each building. Unusual month-to-month fluctuations prompt investigations into possible problems.

The staff and students are helping the effort by being energy-conscious and by observing thermostat settings.

U.S. government classes might make a survey of the number of students in a school district residing three miles or less from school. This information would be useful in community and school decisions on conserving automobile fuel and providing busing service to those students.

Baker High School presents students with pocket folders each school year. Folders bear the school emblem and colors on the front, and inside contain all the rules and regulations of the school. Everything from a "Welcome" to "Attendance Policy" to "Graduation Requirements" is covered. For more information call Harry Erickson, 778-3329.

Worried about the possibility of running out of fuel this winter? Superior schools are using storage tanks at an abandoned service station for reserve fuel supplies.

To conserve energy, cover the inside of a single-pane window with one inch of styrofoam. Tape the sheets into place, remove them in the spring and save them for next winter. For more information call Myron Rossignol, Peerless, 893-4377.

An old gym in Glendive was converted into a library and an art room. For more information contact Dr. Raymond Pelton, 365-5293.

Hot Springs School personnel have developed competency criteria and tests to determine whether students pass or graduate. Criteria were established locally with help from teachers, administrators and students. To be promoted from seventh and eighth grades, a student must be passing "in three solid areas" or meet criteria set by the teacher and principal. In high school, tests in basic English, math and reading are given each September. Students must pass the tests for promotion and graduation. Students who do not meet competency standards are helped until they do.

Do you need information on making your school buildings more energy-efficient? Do you know where you can get information on fuel allocations?

Call Bob Stockton, Office of Public Instruction, toll-free 1-800-332-3402.

Roundup . . . continued from page 1

ment in reading, to create more interest in recreational reading and materials, to develop independent reading skills, to aid children in developing their power to comprehend and interpret the written word, and to award those students who have applied reading skills," according to a brochure on C.A.R.E. Awards are made according to the number of books read:

- 50 books—bar patch
- 100 books—school patch
- 200 books—certificate
- 300 books—bowling session
- 400 books—school t-shirt
- 450 books—luncheon on the principal
- 500 books—trophy
- 600 books—movie in Billings
- 800 books—airplane ride over Roundup

While no student has yet earned a plane ride or trip to Billings, three students last year had lunch with the principal. "They wanted to go to the A&W," Hopkins said. This year, Hopkins will invite the teachers to lunch, along with their students.

"Instead of the kid who comes into the office every day—day in and day out—getting all that attention, we're trying to say, 'Look at this other guy: he's getting attention, too.'"

Also this year, a little lift has been added to C.A.R.E.—"Balloon Day." For every 50 books a student reads, the student's name is written on a slip of paper. On designated "Balloon Days," all the slips of paper are stuffed into a hot-air balloon, which is then launched over Roundup. Each slip of paper also bears the request that the slip be returned to the school for the student to receive a special balloon patch. Once the balloon is off, only chance can determine whether a student wins a special patch.

Other encouragements to read include the reader-of-the-week award, an award for the most books read by a classroom, a plaque for the most books read by a student, and the yearly "Bookworm" that winds through the halls on the way to the library. (Each of his paper segments signifies that a student has read three books.) Also, older students read aloud to the younger ones.

Last year, the reading program was tied in with the multiple sclerosis campaign, and an Evil Knievel bicycle was given away in a drawing for students.

Discipline problems. "We've decreased discipline problems by 87 percent," Hopkins said. With all the publicity now given to achievement, a student can no longer monopolize attention by misbehaving. "Instead of the kid who comes into the office every day—day in and day out—getting all that attention, we're trying to say, 'Look at this other guy: he's getting attention, too.'"

Other attention-getting honors include: spelling ribbons; penmanship ribbons; Special Olympics ribbons; outstanding music, band, newspaper, art and drama awards; the Student Council's outstanding student award; outstanding athlete awards; top achievement awards for reading and math; Student Council pins; high achiever awards; student-of-the-month awards. As for the last, "we pick one student every month, take a picture and place it on a chart, telling some things the student is involved in, some of the good things he or she does," Hopkins said. "All these kids get attention for doing bad things: we want to give it for doing good things."

Whenever a student makes a positive contribution to the school—whether by staying after school to help the teacher or by helping another student—the teacher sends a message to the principal. The principal then calls the student to the office and presents him or her a "Panther Pride Award" card and a special card to take home to the parents. "It gives me the chance to be the nice guy a little bit—besides being the bad guy," Hopkins said.

Here are some other approaches for "emphasizing the positive" at school—approaches that have succeeded at Roundup and that Hopkins offers as suggestions to other schools.

- **"Happy Grams"** for teachers to send home with students.
- **Student Handbook.** Roundup's handbook covers everything from school philosophy to school lunches.

In 1976, students checked out 640 books from the school library. Last year they checked out 1731—an increase of 1096. The enrollment at Roundup Central had decreased by 6.7 percent during that same time.

- **Talks to kids**, by doctors, the mayor, policemen, ranchers, the superintendent, et. al.
- **File of community resources.** Every time a teacher has a community member give a talk in the classroom, the teacher fills out a sheet on the speaker and the subject—with comments on the talk's merit—and files it in the library for future reference.

- **Brightening up the classrooms and halls**, with color. Paint desks and walls. Have students paint murals. Display student artwork.
- **Interclass visits** for teachers. Let teachers visit other classrooms at the school to observe other approaches to teaching.
- **Videotaping** of special education class, to show regular students, who are often curious about the special education program.
- **Display students' hobbies** in a display case.
- **The "house" system**, whereby students in the fourth, fifth and sixth grades are randomly assigned "houses" to belong to. Houses compete in academics and in sports, and contribute a sense of belonging, especially to students from transient families.

For more information on Roundup Central's programs, call or write Gerald F. Hopkins, Principal, Central School, Roundup 59072; (406)323-1512.

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Understand your legislature!

I can help you and your students do just that. Ask us for a copy of "Understanding Your Legislature" for your students. It's a four-page Montana Schools supplement with facts on the committee system, voting, lawmaking, writing your representatives and much more—including a game to play with me. The quantity is limited. Call or write Montana Schools, Office of Public Instruction, State Capitol, Helena 59601; toll-free 1-800-332-3402.



Adult Education inspires refugees, good teaching

"Adult Basic Education teachers are unique and very gifted," according to Jim Reno, coordinator at the Adult Learning Center in Billings. Reno is well aware of their talents. This year Billings teacher Pat Lee was named Montana's "Adult Educator of the year" by the Montana Adult Education Association.

Lee, who joined the Billings Center staff in 1969, developed her own reading curriculum and wrote two spelling books for adult classes. Lee uses phonics to simultaneously increase proficiency in reading and spelling, Reno said. Many adult basic education programs in Montana use her books.

In Missoula, some adult basic educators teach English to Indo-China refugees who are largely illiterate in their own languages, according to Sue Mielke, ABE coordinator in Missoula.

Funded through the ABE program in the Office of Public Instruction, "English as a Second Language" in Missoula serves Laotian refugees—mostly Hmong—and some Vietnamese, Koreans and others. ESL

teachers, with backgrounds in French or Spanish, participated in Adult Basic Education Workshops sponsored by the Office of Public Instruction to prepare for teaching the refugees, Mielke said. "We had a hard time in the beginning, establishing a program to meet the needs of illiterate, non-English-speaking adults," she said. "It's an area that's coming nationally to the fore."

There are two parts to the ESL program—beginning and advanced—which lead to regular ABE coursework. In the beginning course, 65 students study English half a day, every day (some less than that), starting with the ABC's and oral skills, Mielke said. The advanced group comes out reading at the third- or fourth-grade level. "Depending on how long students spend in class and how well they study, they become fairly literate in three to six months," Mielke said. "It takes one year to become really literate."

Students from the advanced class are able to read the newspaper. "They know what to look for in the classified ads, and they always seem

to find articles that deal with them and their homelands," Mielke said.

Coming to Missoula, the refugees experience various frustrations—the weather, the job situation, some prejudice. "But they have been through a lot and are willing to put up with a lot," Mielke said. "The Hmong have a gentle sense of humor; they're warm, sharing, caring people."

Recently the refugees organized their own self-help committee, the Lau Family Community. The Community helps newly arriving refugees with initial resettlement and cultural shock, which includes meeting families at the airport and finding them places to live. The International Rescue Committee equips the new families for housekeeping: the Family Community teaches them how to work the stove and heater, to switch on the electricity and manage the other affairs that constitute the savvy of running a house, Mielke said.

"This is the only place in the nation where a consortium exists among the ESL program, the Vo-Ed program and the International Rescue Committee," Mielke said. ★

Montana Schools is published nine times yearly—in September, October, November, December, January, February, March, April and May—by the Office of Public Instruction.

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Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Copies are available free upon request, and comments are welcome. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication, questions and comments should be sent to Montana Schools, Office of Public Instruction, State Capitol, Helena, MT 59601.

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Upgrading Your Kitchen

There are several pieces of equipment on the market today which will improve food quality and reduce labor and utility costs.

In most schools the traditional cook's range is obsolete. In today's schools the ovens are being replaced by convection ovens (They cook faster.), and the top burners are being replaced by tilting braising pans and tilting steam-jacketed kettles. Many schools today use convection ovens to bake breads, cook hot dogs, fish and French fries and to roast meat. Because of their efficiency, convection ovens can be used to prepare more than one food for a meal. Early morning finds the cook preparing rolls or cinnamon rolls. Later, as lunch time nears, fish, French fries or other food are placed in the oven. Time is of the essence where hot food is served, and the convection oven easily meets the demand.

There are several makes and models of convection ovens. The most versatile one has a square internal cooking area that will allow 18" x 26" sheet pans to be turned at 90 degree angles, thereby improving the oven's efficiency. Others also function well.

The tilting braising pan's versatility has caused school cooks throughout Montana to fall in love with them. The tilting braising pan has a griddle and should have nine-inch side walls. It should be made of stainless steel and have a spigot on the bottom, if possible. (Aluminum griddles may cause problems with some foods.) An efficient tilting braising pan will fry 60 hamburgers in three minutes. It can be easily cleaned and then used to make casseroles, to fry chicken and cook numerous other foods. Vegetables steam-cooked in a tilting braising pan have found better acceptance by students. Some tilting braising pans will roast as many as five 13-pound turkeys at one time!

The purpose of the tilting portion of the braising pan is to allow cooks to tilt the pan mechanically to an angle where food may be easily poured from it. This eliminates the need for handling large stockpots and the dangers inherent with them.

The Division of School Food Services has consultants available to assist schools with planning changes in their lunch programs, including—but not limited to—kitchen design and equipment purchase.

—Brls Skiles, Manager
School Food Services Division



Each school year various districts around the state plan new social studies curricula. In some instances committees are formed to deliberate and make curriculum proposals. In other instances a central authority makes the decisions.

Regardless of how decisions are reached, some concern only the procurement of new teaching materials—especially textbooks. Other decisions constitute merely adding or deleting courses, or lowering or elevating

courses among different grade levels. In any case, curriculum development is less than complete.

The development of a social studies curriculum ought to encompass much more than adopting textbooks or adding or eliminating courses.

The "Curriculum Committee." To establish the steps necessary for curriculum development, a committee might be formed whose members represent teachers from all the grade levels involved. Young people from these grades might also be represented. Student committee members should however be mature enough to participate successfully.

In some cases community representation is desirable, although local citizens might suggest that curriculum development remain the job of the professionals involved. Nevertheless, providing the opportunity for community participation has merit.

Regardless of the committee's structure, the group will need to have sufficient time and resources to do their job well. In the past, a lack of time has prevented some committees from completing their missions.

The student's needs. The committee's key concern should be to draft programs that develop the skills for success in social studies. Two important skills are reading and writing, and they should be treated in the curriculum design.

Concepts in social studies also need to be addressed. At what grade levels different concepts are introduced—and how they are interwoven from grade to grade—are important considerations. If, for example, a student masters the concept of human interdependency at one grade level, the student can more likely master the concept of international economic interdependency in a higher grade. In other words, organize curriculum so that the program progresses in sophistication from one grade to the next. This applies to skills as well as to concepts.

Other skills are the ability to glean ideas and concepts from data; the ability to use charts, maps and graphs; and the ability to participate in a democracy, as required in comparing two candidates' platforms to make a political choice.

The scope and sequence scheme. Once you have identified needs, concepts and skills—and once you have planned for intergrade coordination—you must determine what specific subjects will best accommodate the teaching of those concepts and skills. A scope and sequence scheme might help to organize curriculum at this point.

Many school systems are reintroducing scope and sequence programs to social studies curriculum. Many publishing companies produce social studies scope and sequence series that coordinate teaching from grade to grade. Still, the local school should identify its own needs and build its own scope and sequence framework before opting for commercial series. The commercial materials should conform to the local plan—not vice versa.

Ideally, curriculum developed locally reflects the educational philosophy and goals of the local community. And the more nearly a school approaches that ideal, the better it educates its students.

The curriculum guides and other material you produce will only be as good as the care you have taken in developing your curriculum. As long

as everyone interested in the process has had the opportunity to contribute, the products of your efforts will be put to use and not entombed in a desk drawer.

For assistance in developing social studies curricula, call or write the Social Sciences Consultant. Upon request the consultant will loan out materials on assessing student needs, identifying social studies concepts and skills and identifying the subjects that best deal with particular concepts and skills.

—Edward Eschler, Consultant
Environmental & Social Sciences



Indian Education

Guidelines for Evaluating Books About American Indians

The following guidelines were developed by the participants in the Library Services Institute for Minnesota Indians, conducted by the Minnesota State Department of Education and the University of Minnesota College of Education, Summer 1969. Ten years later, they are still excellent guidelines.

1. Would the book help Indians identify with and be proud of their heritage?
2. Does the book express Indian values? Might the book help an Indian reader to reconcile personal values with conflicting ones?
3. How might the book affect the non-Indian reader's image of Indian people? Does it foster a positive or a negative image of the American Indian?
4. Is the book sympathetic to the distinctive characteristics of Indian culture? In terms of whose values and attitudes is Indian culture being evaluated—the Indian's own or those of another culture?
5. Do illustrations authentically depict Indian ways of life?
6. Are the images of the Indians presented those of real human beings with strengths and weaknesses, who act in response to their own nature and times?
7. If fictional, are the characters realistically developed? Are situations true or possibly true to Indian ways of life?
8. Are the images of the Indian stereotyped? Of stereotyping, Alvin M. Josephy, Jr., says in his book, *The Indian Heritage of America* (Knopf, 1968, p. 8.):

"More common among most whites are the false understandings and images which they retain about Indians. For many, the moving pictures, television and comic strips have firmly established a stereotype as the true portrait of all Indians: the dour, stoic, warbonneted Plains Indian. He [she] is a warrior, he [she] has no humor unless it is that of an incongruous and farcical type, and his [her] language is full of 'hows,' 'ughs' and words that end in 'um.' Only rarely, in the popular media of communications, is it hinted that Indians, too, were and are all kinds of real, living persons like any others and that they in-

cluded peace-loving wise men, mothers who cried for the safety of their children, young men who sang songs of love and courted maidens, dullards, statesmen, cowards and patriots. Today there are college-trained Indians, researchers, business and professional men and women, jurists, ranchers, teachers and political office holders. Yet so enduring is the stereotype that many a non-Indian, especially if he [she] lives in an area where Indians are not commonly seen, expects any American Indian he [she] meets to wear a feathered headdress. When he [she] sees the Indian in a conventional business suit instead he [she] is disappointed!"

9. Does the book present both sides of the event, issues, problem...? Does the book contain any factual errors or misleading information? Does it perpetuate them?

10. Are loaded words (i.e., chief, savage, buck, squaw, red skin, etc.) used in such a way as to be needlessly offensive, insensitive, inappropriate?

11. Does the book put the contributions the American Indians have made to western civilization in rightful and accurate perspective?

12. What additional information might be needed to make the book more relevant?

13. Is the author qualified to write a book dealing with American Indians?

14. Has the book been reviewed or evaluated by a person who is knowledgeable about American Indians as well as about the subject of the book?

15. Where and how might this book be used in a school curriculum to increase awareness and understanding of the American Indian?

The film, *More Than Bows and Arrows*, is now available from the Division of Indian Education. 1-800-332-3402.

—Bob Parsley, Manager
Indian Education



For Your Information

Montana's Adapted Driver's Manual. The new Adapted Driver's Manual and related materials are now available to all reading specialists through their high school librarians. This material is extensively illustrated and written at the fourth-grade reading level. It provides a successful reading opportunity, using materials of great interest to high school students.

This material was developed by Barbara Bowlen, instructor at the Great Falls Vocational-Technical Center. She has used it to help disabled students obtain a Montana Learner's License. The total package of materials includes: 10 Adapted Driver's Manuals, 2 workbooks (to accompany the manual) and 1 set of 237 Language Master Cards (to support manual and workbook.)

If you wish to use this material, contact your school librarian. Keep in continued on page 8...

PRIME TIME

... continued from page 7

mind, however, that only one set is provided each high school. The material is to be shared as a reusable resource. Permission is granted for local duplication. Other staff who might find the material useful are Title I teachers, special education teachers, driver educators and adult basic educators. Please let others know of the materials. Teachers will find them useful to both regular and special education students.

Pam Sommer, Assistant Reading/Language Arts Consultant, has compiled an annotated list of books suggested for Christmas gift-giving by grade levels K-6. If you would like a copy, contact Pam at 1-800-332-3402.

Idea Swap

Some suggested "Read Aloud" books for December—

Alden, Raymond M. **Why the Chimes Rang**. Bobbs-Merrill Co., NY: 1954.

Briggs, Raymond. **Father Christmas**. Coward, McCann & Geoghegan, NY: 1973.

Crimmins, James C. **Nicholas, J.B.** Lippincott, NY: 1962.

Duvoisin, Roger. **One Thousand Christmas Beards**. Knopf, NY: 1955.

..... **Petunia's Christmas**. Knopf, NY: 1952.

Epstein, M. **Down Holiday Lane**. Union of America Hebrew Cong., NY: 1963.

Golub, Rose W. **My Holiday Story Book**. KTAV, NY: 1958.

Haywood, Carolyn. **A Christmas Fantasy**. William Morrow & Co., NY: 1972.

Johnston, Tony. **Mole and Troll Trim the Tree**. G.P. Putnam's Sons, NY: 1974.

Kempadoo, Manghanita. **Letters of Thanks**. Simon and Shuster, NY: 1969.

Krahn, Fernando. **How Santa Claus Has a Long and Difficult Journey Delivering His Presents**. Delcorte, NY: 1970.

Moore, Clement C. **A Visit from St. Nicholas**. Simon and Shuster, NY: 1971.

Robinson, Barbara. **The Best Christmas Pageant Ever**. Harper and Row, NY: 1971.

Scharfstein, Sol and Edythe. **Chanukah Surprise**. KTAV, NY: 1958.

Suess, Dr. **How the Grinch Stole Christmas**. Random House, NY: 1957.

Theroux, Paul. **A Christmas Card**. Houghton-Mifflin, NY: 1978.

Spelling Demons. Here are the forty most difficult words for children to spell, gathered from the 250 most-used words in texts and children's oral and written language: where, while, morning, yours, there, which, until, clothes, find, write, Christmas, presents, sure, too, guess, swimming, coming, again, different, arrived, these, asked, tried, since, started, thought, caught, minutes, enough, through, upon, wouldn't, their,

one adjoining square to the next in any direction—horizontally, vertically, or diagonally—until you form a complete word. Words may be of two letters or more, but you must not enter the same square twice when spelling one word.

With the exception of the first maze, which is general, the mazes are made according to categories, and the words must fit the category designated. After each word is completed, any square may be chosen—not necessarily an adjoining one—to start a new word.

There are at least 188 common words to be found in this word maze. Can you find 150 in 30 minutes?

C	A	D	I	S
P	R	E	N	A
E	T	H	L	P
R	Y	M	R	E

Food and Drink

C	R	Y	T	W
I	E	E	A	N
B	A	L	M	O
N	T	S	S	B

Ready-to-Wear Clothes

E	O	N	G
H	I	R	E
K	S	T	P
C	O	A	S
F	R	H	C

Penmanship. Students can analyze their own handwriting by placing their penmanship papers under one of three columns. On a bulletin board or a large piece of poster board, three columns—with a large envelope or pocket below each—are labeled "Needs Improvement," "Shows Improvement" and "Good Writing." Students file their papers from time to time in what they consider the proper envelopes. When evaluating, if the teacher feels the paper has been placed in the right envelope, the teacher leaves it there. Otherwise, the paper is discussed with the pupil: the writing is analyzed and instruction for improvement is given. This can be a challenging game as each individual strives to improve handwriting.

Other topics, times of the year and events may also be used. Give students five minutes to write stories about their words. Stories can be factual or imaginary. Lots of fun can ensue when stories about the words are read or displayed for reading.

Publications

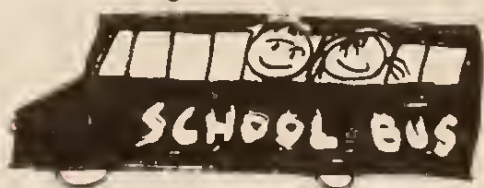
(These are not necessarily endorsed by the Office of Public Instruction.)

For a bibliography of black and white comics on topics such as science, history, ecology, politics, minority issues and health, write: Whole Image Graphics and Educational Comics House, 2740 Folsom, P.O. Box 774, San Francisco, CA 94101.

Newsbook of Reading Comprehension Activities, Zenobia Verner. Paper, 160 pp. Clayton Publishing Co., 1978. 4384 Wheeler, Houston, TX 77004. \$4. (7-12). This book lists 150 activities coded by 20 comprehension skills. The activities are designed to be used independently either as introduction, reinforcement or maintenance. In **Newsbook**, the author begins with a reading purpose and ties the newspaper into it.

—Rita Brownlee, Consultant
Reading/Language Arts

Pupil Transportation Safety



School Bus Stop Law Survey

In July 1979, Robert W. Goddis, chief of the pupil transportation branch in the Maryland State Department of Education, contacted all state directors of transportation about their states' laws regarding school bus stops. He was happy to report that he received replies from all fifty states and the District of Columbia.

The results of the survey are as follows:

Only three states—Minnesota, Michigan, and South Dakota—reported having statutes which permit the vehicle which passes a stopped school bus to be charged. The owner of the vehicle is assumed to be the operator unless he can prove the vehicle was stolen or unless he "puts the finger" on the person who was actually driving the vehicle at the time the violation occurred.

In several states the owner of the vehicle receives a warning or may be required to appear for a conference if the driver cannot be identified. New Mexico reported that when only the vehicle can be identified, a conviction depends on the judge hearing the case.

Except for the three states mentioned above, and possibly New Mexico, a conviction cannot be effected unless the vehicle passing the stopped

Long on Fuel; Short on Funds

"We'll have the gas, but will we be able to pay for it?" School bus owners are asking themselves this question since being assured that adequate fuel supplies will be available this fall. School districts are adjusting the price they pay to bus owners, but the owners say it's not enough to cover the drastic gas price increases, much less expenses such as maintenance or the price of new buses. According to the Association of School Business Officials, most school transportation supervisors expect gas prices to rise 20 percent or more this year. With fuel costs fluctuating as they are, fuel suppliers are hesitant to bid. Some officials fear that prices may only be guaranteed for short periods of time, rather than for the whole year.

Bus Driver of the Year to be Chosen

The Montana Conference on Pupil Transportation is looking for "School Bus Driver of the Year" candidates. Do you know of a deserving school bus driver? Suggestions for special honors will also be considered. Recommendations and special requests are due before June 1. Call the Pupil Transportation Safety Consultant, 1-800-332-3402, for further information.

School Bus Destroyed by Fire

On Aug. 30, 1979, a school bus owned by Gene Bushard, contractor for Rocky Boy School, was destroyed by fire. The 1968 International, 60-passenger bus was returning to the garage after delivering children home from school. No children were aboard the bus at the time of the fire.

The fire inspector's report stated: "Due to wear by vibration it is evident that a fuel line leak existed in the area of the fuel filter. This leak spewed gasoline back onto the engine in the area of the carburetor. Melting of the carburetor and heat markings on the hood indicate this was the area of the most intense fire. Extension of the fire into the driver-passenger compartment was due to large availability of combustibles in the area."

This should be a reminder for all transportation personnel to be on the alert for gas fumes and to check the gasoline carburetor connections regularly.

—Terry Brown, Consultant
Pupil Transportation Safety

Martin J. Murphy

Martin J. Murphy, Assistant Supervisor of Budgeting and Accounting for the Office of Public Instruction, died Sunday, November 18, 1979 in St. Peter's Community Hospital in Helena. He joined the Office staff in May 1964. He formerly worked with the Montana Highway Patrol Board and the State Milk Control Board. Condolences are extended to his wife, Doris, his three daughters and two sons, who reside in Montana.

The Educational Testing Service, with funds from the Office of Education, is offering the **Scholars in the Arts** program—a national model program for the identification of graduating high school seniors who have demonstrated outstanding accomplishments in the visual arts, music, dance, theater and writing. For further information contact Kay Burkhardt, Office of Public Instruction, 1-800-332-3402 and Scholars in the Arts Program, Box 2876, Princeton, NJ 08541, (609) 921-9000, ext. 3113. The application deadline is Dec. 15, 1979.

The **Federal Communications Commission** reported that the television industry has failed to meet its obligations to children and should now be required to set aside minimum amounts of programming for them.

The television industry has not complied with voluntary FCC guidelines in effect since 1974 and "is likely without further government action to increase voluntarily the amount of educational programming for children."

The Federal Trade Commission is separately investigating television advertising aimed at children. The FCC has decided to await that report before taking any action itself.

The **National Energy Conservation Policy Act of 1978** (PL 95-619) authorizes a two-phase grant program that provides financial assistance to public or non-profit schools which were constructed and issued occupancy permits prior to April 10, 1977. Grant funds available through this program will support activities to reduce the consumption of energy from conventional sources. The Energy Division of the Department of Natural Resources and Conservation takes the responsibility for planning and administering this program in Montana. For information contact the Energy Division, 449-3940.

The Montana Institutional Buildings Grants Program will conduct **Energy Audit training workshops** in January, February and March of 1980. Completion of a workshop will qualify the participant to conduct a federally-recognized energy audit. In addition, those institutions attending will have access to a trained energy conservation specialist. The Institutional Buildings Grants Program will pay for one half of your energy audit depending on building size. For information on the location, dates and agenda of the Energy Audit Workshops, contact the Energy Division, 449-3940.

CLASSIFIEDS

National Fire Protection Association statistics for 1975 show that 11,800 people died by fire, and an extremely high percentage of those fire victims were children. **You're Big Enough For Fire Safety** is an educational unit prepared to help bring fire safety to the attention of the class. Teaching materials, a 15-minute film, "Snuffy's Fire Safety Brigade," and Snuffy, the Burger King Talking Fire Engine—who tours the country teaching kids to be fire-safe—are available from Burger King Corporation, G.P.O. Box 1472, New York, NY 10001.



Earth Science Teachers: Each year the National Association of Geology Teachers recognizes an outstanding Earth Science Teacher from the state of Montana. From a list of state winners, regional winners are selected. The states in this region are: Montana, Wyoming, North Dakota, South Dakota and Nebraska.

If you would like to apply or nominate someone, write David Fountain, Dept. of Geology, University of Montana, Missoula 59812 for an application form. The application deadline is Jan. 20, 1980.

Following is a list of **nutrition filmstrips** that may be borrowed free of charge for one week from Ann Ferguson, Nutrition Education Coordinator, Division of School Food Services, Office of Public Instruction, State Capitol, Helena 59601. Telephone toll-free 1-800-332-3402.

- "Food to Grow On"
- "Nutrient Express"
- "What's in it for You"
- "Food for Life: Basic 4"
- "Vegetarianism in a Nutshell"
- "Food as Children See It"
- "Vitamin C Makes the Difference"
- "Art of Getting Kids to Eat"
- "Choices for a Lifetime"
- "Discovering New Protein Foods"
- "Foods, Fads, Frauds and Facts"
- "Watch Your Mouth"
- "Snacking Mouse"
- "Good Nutrition: Nutrients"
- "Food, Fads and Fallacies"
- "Today's Choices"

The Office of Public Instruction's state-owned **simulators for use in local Traffic Education Programs** are presently located at the following sites: Beaverhead County High School, Dillon; Dawson County High School, Glendive; Havre High School, Havre; and Stanford High School, Stanford. If you wish to use this equipment in your Traffic Education Program, contact the local building principal or Curt Hahn, Office of Public Instruction, 1-800-332-3402.



Due to legislative budget cutbacks, the **Department of Justice Highway Patrol Bureau's Film Library** has been closed. Their films will now be available for use through the Montana Audio-Visual Library at current library loan rates. Contact your local school film coordinator to order any of these films.

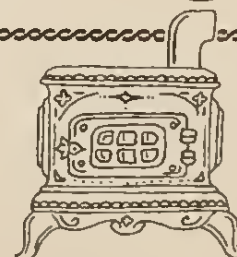


If you are a Montana student in grades 9-12 and a member of a "Youth and Government" club, you could be passing legislation in the Capitol, April 27-30, 1980. **Montana's YMCA Youth Legislature** will give you the chance to submit a bill; to run for an office; to debate youth legislation; to serve on committees and work with real lobbyists in the process; and to see first-hand the government process in action. Write to Youth and Government, c/o Helena YMCA, 1200 N. Last Chance Gulch, Helena 59601. The application deadline is Jan. 7, 1980.



CLASSIFIEDS

Words on wood stove safety



"At the present time in the State of Montana, the wood-burning stove is the number one cause of fire in the home," according to Ron Hetrick at the State Fire Marshall Bureau. And that lead is expected to strengthen as the use of wood-burning stoves increases. Already this year, use has grown three to fourfold, according to Hetrick.

"Teachers should make students aware of the advantages and dangers of wood-burning stoves," Superintendent Georgia Rice states, "and students should make sure their parents know, too."

Wood-burning stoves can operate with an efficiency of up to 50 percent, while conventional fireplaces are usually 15 to 25 percent efficient, according to the National Center for

Appropriate Technology (NCAT) in Butte. The most effective wood burners are of the air-tight variety, which burn wood at temperatures low enough to prevent excess loss of heat through the chimney.

Stoves should be installed in central, low locations in the house, clear of combustible walls and ceilings. Walls may be protected with steel and asbestos to permit closer placement of stoves to walls. Proper stovepipe and chimneys must also be installed with precautions. And, "with any good wood heating system, include a good smoke detector in your budget," advises Bruce Hadella of the Montana Fire Services Training School.

Chimney fires are less likely to occur with efficient stoves and proper

venting. Stovepipes should be kept free of combustible creosote build-up with regular cleaning. Never start fires with flammable liquids, and do not burn green wood, which produces creosote.

According to NCAT, "some stove makers recommend a chimney fire once a week to avoid [creosote] build-ups that could cause a larger chimney fire." Burning a few sheets of crumpled newspaper with damper and draft controls wide open will eliminate the creosote. Commercial cleaning salts used on the fire once a week will achieve the same results.

"If you have a chimney fire, shut the damper and call the fire department," Hadella advises. "Coarse salt or baking soda may be thrown on the fire bed—then quickly close the

doors. As a last resort, spray a small amount of water on the fire and close the doors," Hadella says. "The steam will aid in putting out the fire."

Consult the National Fire Protection Association Standard No. 98M for specific safety guidelines. Copies are available from wood stove dealers and the National Fire Protection Association, 470 Atlantic Ave., Boston, MA 02210.

A free pamphlet on wood stove safety is available from the Fire Services Training School, 2100 6th Ave. S., Great Falls 59405. The booklet "Heating With Wood" is available from NCAT, P.O. Box 3838, Butte 59701. The first copy is free; extra copies cost 40 cents each.

If you have questions, call your local fire department. ★

Transportation Conference set for July

Excerpts from a presentation by "Blackie" Lackner to the Montana School Board Association, Billings, November 2, 1979.

It is important for trustees, county commissioners and superintendents to be well informed of school issues. The transportation and safety of students and the practical use of energy should be two of the greatest concerns of a trustee. Should cooperatives be formed among school districts? Should expenses on long bus trips be shared? Should buses be filled to capacity or should transportation routes be computerized? Transportation budgets are one of the largest single expenditures in the school districts.

It is important that the transportation budget be well spent—not only spent for good and safe equipment but for educated and qualified bus drivers. We send janitors to school to learn to maintain buildings, but do we use the same care with those we select to drive school buses?

The Montana Conference on Pupil Transportation will be July 15-18, 1980 at the Heritage Inn in Great Falls. Take this opportunity to share your ideas on transportation: people from 11 other states will be sharing their ideas with you.

For more information contact: Terry Love, Townsend, 266-3404; Rod Johnson, Great Falls Public Schools, 791-2265. ★

Winter Games also scheduled

Special Olympics: The May Event

The Montana Special Olympics State Games will be held on the campus of the University of Montana in Missoula, May 14-16, 1980. Gene Carlson, head coach of the University of Montana Grizzlies, will serve as Games Director for the three-day event. Competition for Montana's mentally handicapped youngsters and adults will be held in track and field, bowling, volleyball, swimming, frisbees and gymnastics. Over 1100 athletes participated last year in Missoula from more than 75 Montana communities. Thirty-five athletes qualified at the State Games to participate in the 1979 International Summer Special Olympics held in August at Brockport State College in New York. The Montana Special Olympics captured 43 medals in New York.

A Montana Special Olympics State Basketball Tourney is scheduled for March 14-15, 1980, at the Charles M. Russell Fieldhouse in Great Falls.

Sixteen teams participated last year from 10 Montana cities. Individual and team competition will be held.

Soccer is also being continued across Montana this fall in cooperation with Coca-Cola Bottling Companies in several cities. A promotion of Winter Games (including ice-skating, downhill and cross-country skiing) will highlight the winter season and provide Montana's mentally handicapped youngsters and adults a balanced, year-round opportunity to participate in many sports activities and recreational programs.

For further information and registration forms, please write or call Don Byers, State Director, Montana Special Olympics, Inc., 3300 3rd St. N.E., Great Falls 59404 (791-2272); or Gene Carlson, Games Director, University of Montana, Harry-Adams Fieldhouse, Missoula 59801 (243-5331). ★

December

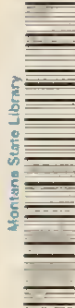
- 5 Title IV C Grant Proposal Writing Workshop, Polson School Auditorium • Polson
- 6 Title IV C Grant Proposal Writing Workshop, Hamilton High School • Hamilton

- 10 Board of Public Education meeting • Helena
- 12 Title IV C Grant Proposal Writing Workshop, Administration Bldg. • Butte
- 25 Christmas Day

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DEC 6 1979

Montana Schools

Volume 23, No. 4

Office of Public Instruction

Georgia Rice, Superintendent

December 1979

(USPS 091 970)

from the Superintendent



Children spend an average of 30 hours a week in front of the television. What's more, before the age of five, a child will spend more time watching television than a student spends in the classroom during four years of college. If we follow that child to age 18, 22,000 hours will have been spent watching television as compared to 12,000 hours spent in school. In addition, the average child between two and 11 sees more than 20,000 commercials during a typical year of television viewing.

Television plays an important part in our lives. Now, only 30 years after its introduction, 97 percent of all U.S. households have one TV set, and 45 percent of those households have more than one. The impact of TV is far greater than we presently realize or want to admit.

Purposeful television viewing can enrich traditional teaching resources. Drama, newscasts, special broadcasts as well as commercials and situation comedies all combine to form a basis for discussion and a resource that is both inexpensive and eminently accessible.

We know that television can capture students' interest and imagination. Yet, television's erosion of family communication is another reality. Hours spent in the company of the TV are hours not spent with family, neighbors, other children, hobbies—not spent reading, playing, conversing or working.

Let's look at what television can offer us—what it could become.

What we as parents and educators must do is develop an understanding of this medium. We must use TV to assist our children in making the choices that all the media are continually urging on them, and on all of us—everything from selecting a toothpaste to electing a president. We must learn to use television as a tool for learning.

When parents and children view broadcasts together, television becomes a comfortable vehicle for parents to talk about their children's fears, concerns and observations. Truth, honesty, responsibility: there is no limit to the topics and ideas to deal with, the issues to raise.

Television presents parents, teachers and children with the full range of human experiences to discuss and share. It presents the opportunity to depart into our own feelings and experiences. Further, it can be a non-threatening means of dealing with issues that concern all of us—poor schoolwork, drug abuse, suicide and the emotional problems that underlie them.

Be selective in your television viewing. Read the TV schedule; keep a lookout for special broadcasts designed to present social issues such as racial discrimination, stereotyping of the handicapped and violence. Talk about the program at home and in the schools.

We can also act to increase the quality of programs broadcast by the networks. As an example, the National and the Montana Parent-Teacher Associations have been instrumental in improving the quality of television programs. I believe that is a great compliment to the parent-teacher organizations. We must all be ready to continue demands for quality television programs as well as explore the possibility of using television as a method to facilitate communication with our children.

Dr. Richard Granger, a pediatrician at Yale University's Child Study Center, said that "for a large number of children, television is society at large . . . Its messages arrive with the implied sanction both of parents who allow the child to watch and of the larger adult world which obviously prepares and transmits it."

Television influences the values of America. Let's use it as parents and educators even though it will take work and commitment to use it to our advantage. Although it will take willpower to turn the television off at times . . . Let's do it. In 45 percent of American homes, dinner is eaten with the television set on. This time would be ideal for family members to share their day's activities with one another.

Let's use television to encourage communication—not to hinder it.

Georgia Rice